

Topics for Co-Teachers to Discuss BEFORE Lesson Planning

INSTRUCTIONAL ISSUES	
Expectations for Students	
Routines	
Discipline	
Grading	
PRACTICAL MATTERS	
Space	
Noise	
Chores	
Confidentiality	
Planning Time (What to prioritize to talk about during our planning time)	
OTHER	

What is an Accommodation, Modification and an Intervention?

All students are required to have access to the general education curriculum (i.e. Iowa Core). Some students require accommodations and/or modifications to enable this access. When students are not making progress toward the identified benchmarks, an intervention may be needed. Below are brief descriptions to assist educators with understanding the concept of accommodation, modification, and intervention.

Accommodations: Changes in the way a student accesses instruction, assessment, curriculum and/or the environment, without changing the actual standards a student is working toward.

Example

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|---|---|
| Changing the location of where a child sits in a classroom | ➤ Desk near teacher |
| ➤ Highlighting critical concepts and key points in a textbook | ➤ Sound amplification |
| ➤ Allowing oral responses versus written | ➤ Putting text into Braille |
| ➤ Providing copy of teacher's lecture notes | ➤ Allowing student to use graphic organizer for note-taking |
| ➤ Using voice recognition technology for writing tasks | |
| ➤ Reading text/test to student | |
| ➤ Allowing the use of a calculator | |

Modification: A modification is a fundamental change in instruction curriculum and/or environment so that instructional objectives or outcomes are different.

Changing, increasing, or reducing learning expectations

Examples:

- Requiring a student to learn fewer/different objectives.
 - Student is responsible for only the first five unit objectives.
 - Expected to learn half the weekly spelling list/vocabulary list
- Rest of the class provides a written book report but this student's report is developed and submitted on a story frame.
- Reducing assignments and tests so that a student only needs to complete selected items. (eliminating item types)
 - Student not expected to complete math problems that exceed 2 digits and these are crossed off the worksheet
 - Student only learns 1 meaning of each vocabulary word
- • Multiple choice instead of essay responses on tests (measures different level and type of skill/understanding)

Intervention: An intervention is a planned set of procedures and strategies designed to improve student performance. The intent of the intervention is to reduce the student's difficulty and learn more about what is needed to successfully address the student's concerns. 3 critical components of an intervention are:

- **Matching the identified need with an intervention that has a high likelihood of success**
- **Determining beginning level of performance (baseline)**
- **Monitoring progress and reviewing the rate of progress during the intervention phase.**

An intervention is **not** the same as an accommodation or modification.

Intervention = Instruction.

Accommodations and modifications support access to the general education content.

(Over)

NOTE: A general education intervention that matches the identified need is required before considering an evaluation for special education entitlement. The resources needed to support continued progress, discrepancy from peers, and rate of progress assist with decision-making during the intervention process. The school-wide model using instructional decision-making is an effective and efficient model that supports increasing outcomes for all student and supports the intervention process.

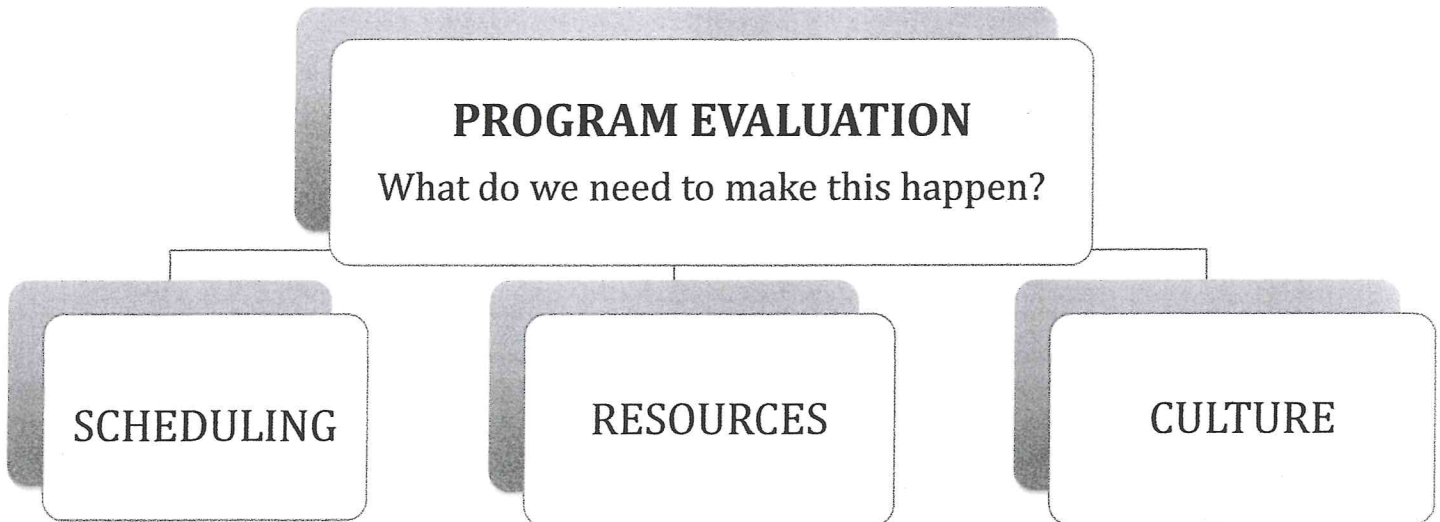
Basics to keep in mind when choosing accommodations/modifications:

- Every student does not need accommodations and/or modifications.
- All students with similar needs do not need the same accommodations and/or modifications.
- Are based on unique and individual needs/data
- The more students are involved in selecting accommodations/modifications, the more likely it is that they will be used and effective.
- There are some students for whom helping with selection may not be appropriate.
- Students need opportunities to learn which accommodations/modifications are most helpful for them.
- How and when it is appropriate to fade an accommodation and/or modification.
- How and when it is appropriate to move from a modification to an accommodation.
- Teaching students when and how to use or ask for an accommodation

Avoid:

- Making an “on the spot” decision about what accommodations a student needs for testing.
- Giving an accommodation to everyone in a room because of convenience.
- Not giving an individual an accommodation because he or she is the only one in the room who needs it.

CO-TEACHING – What to Consider



SO WHAT? (What's important to understand about this?)

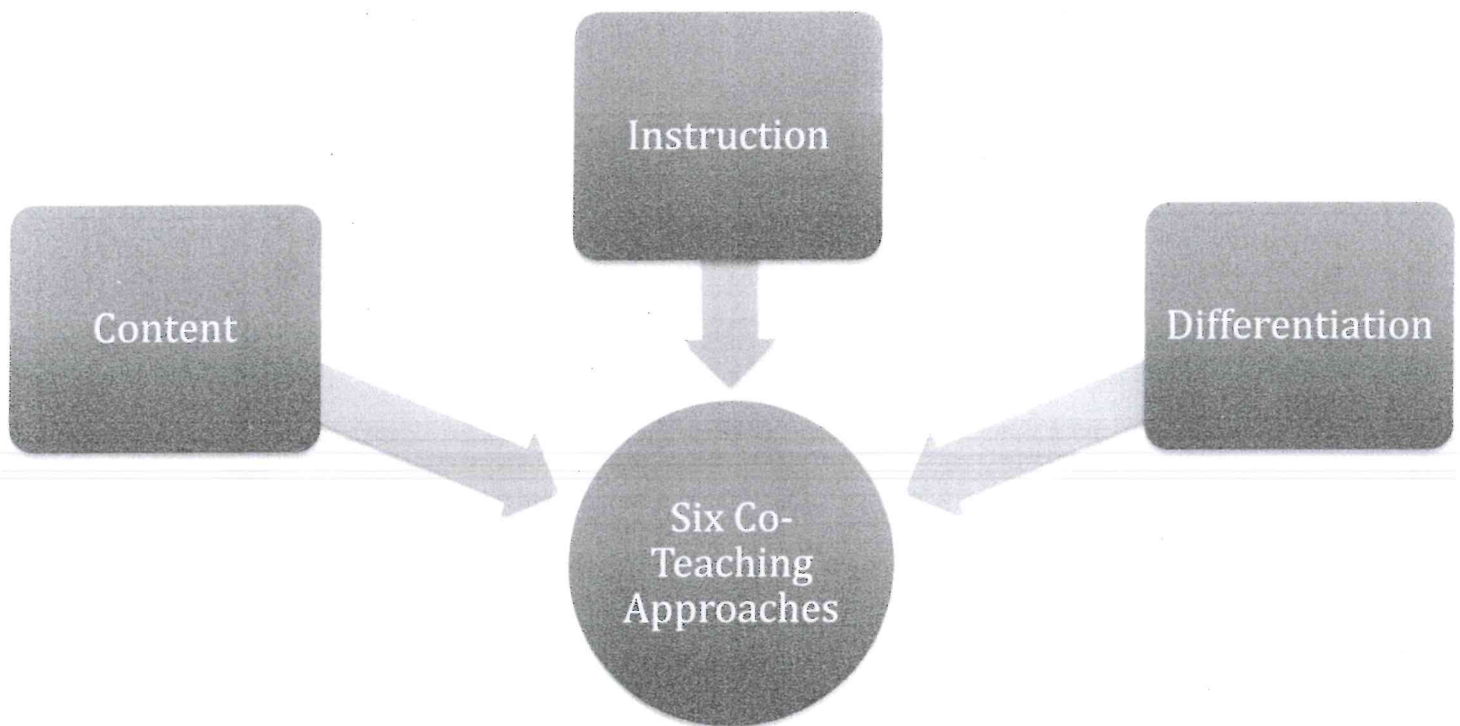
Do we have what we need to make co-teaching happen?

CO-TEACHING – What to Consider

CLASSROOM IMPLEMENTATION

What does it look like in the classroom?

- Teacher knowledge
- Student prior knowledge and experiences
- Essential Concepts and Skill Sets
- Required materials
- Supplemental materials
- Teaching Strategies
Examples: lecture, student grouping, cooperative learning, problem-based learning, graphic organizers, etc.
- Student Grouping
- Technology
- Physical Space
- High students
- Low students
- Average students
- Attendance Issues
- Behaviors
- Student prior knowledge/experiences

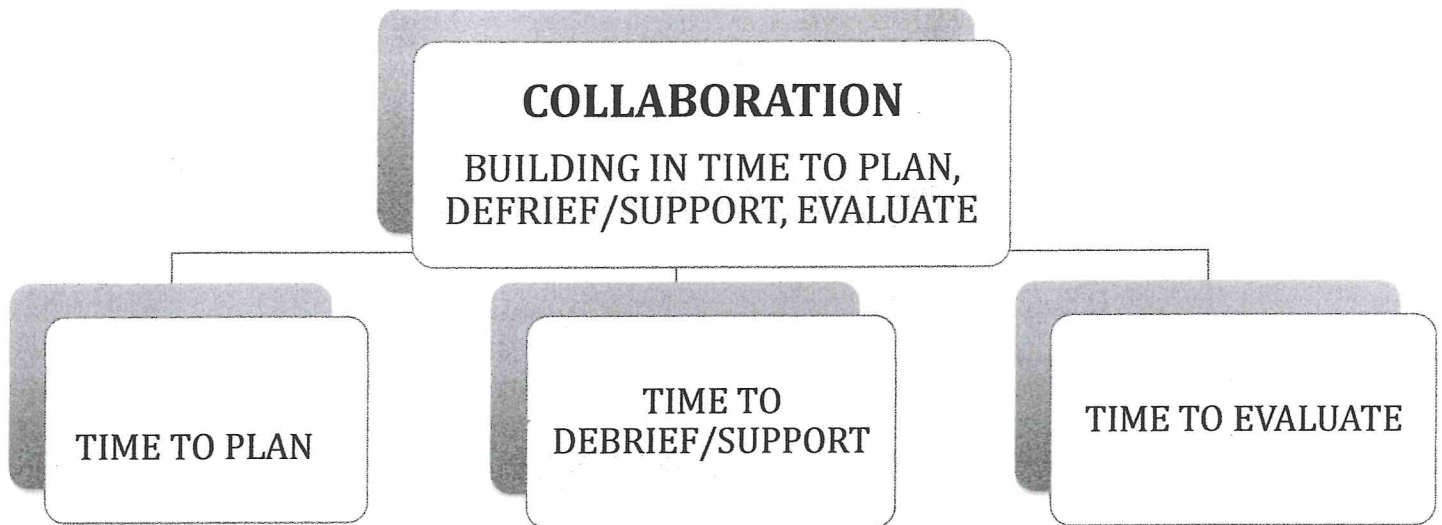


- 1.) One Teach, One Observe
- 2.) Station Teaching
- 3.) Parallel Teaching
- 4.) Alternative Teaching
- 5.) Teaming
- 6.) One Teach, One Assist

So What? (What's important to understand about this?)

- Understand that this is co-teaching NOT consultation.
- Understand co-teachers are equally responsible for the entire class instruction.
- Did our strategies result in increased achievement?
- Did we pick the right approach for our situation?

CO-TEACHING – What to Consider



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| <ul style="list-style-type: none">- Which teaching approach will you use?- Roles for each teacher?- Content knowledge- Structure of activities- Differentiating – meeting the needs of unique learners | <ul style="list-style-type: none">- Honestly talk about how the instruction went – how the learning looks.- Do we need to change CONTENT or the TEACHING APPROACH?- Support and encourage each other | <ul style="list-style-type: none">- Quickly look at that day's lesson.- More intensive evaluation/appraisal of our co-teaching experience on a monthly basis. |
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SO WHAT? (What's important to understand about this?)

**How well did we work together? How well did the students learn?
What helped us.... What got in our way?**